

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: University of Mary Washington
Contact Person: Dr. Adria Hoffman
Phone No.: (540) 286-8114
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Clinical Practice	Practicum, student teaching, and internship placements are made with the PreK-12 schools to ensure that candidates for teaching endorsements, through support, supervision, and evaluation, can demonstrate and apply the competencies enumerated in the Virginia Licensure Regulations for School Personnel and demonstrated by mentors.	Clinical experiences are designed to assist the candidate with performance of the required program standards and competencies that must be demonstrated for a specific endorsement. Identified needs of the PreK-12 community are met through well-prepared and highly qualified teachers for their classrooms. PreK-12 schools mentor these individuals for the betterment of teaching and possible employment in their divisions.	Administrators and licensed experienced teachers in the following school divisions/private schools: Caroline, Culpeper, Fauquier, Henrico, King George, Loudoun, Nelson, Prince William, Spotsylvania and Stafford; Cities of Falls Church and Fredericksburg; Odyssey Montessori School, Aurora School- Paxton Campus, and Alternative Paths Training School	Yes
2.	Mentor Teacher Training	The Director of Clinical Experiences and Partnerships conducts training sessions for all mentor teachers working with interns and student teachers, as well as teachers mentoring practicum students and recent University of Mary Washington graduates in their school divisions. Twenty new mentors successfully completed training as of this report, and over 100 additional teachers have enrolled for training sessions scheduled for summer 2012.	Providing instruction and resources in mentoring skills to veteran teachers enable them to help new teachers maximize their professional growth. Topics include: credible data collection, triangulation of assessment data, observation of novice and pre-service teachers, problem-solving uncomfortable mentoring scenarios with table-top exercises, and alignment of University of Mary Washington assessment tools with the new Virginia Department of Education Teacher Performance Standards.	Licensed educators with at least three years of teaching experience recommended by supervising administrators from the following school divisions: Stafford, Spotsylvania, Orange, Prince William, Culpeper, Henrico and Fredericksburg City	Yes
3.	School Outreach	Faculty from across the university give presentations, participate in school programs and events, serve on school division and school-based committees, integrate school-based projects in their courses, and work with students in area schools in a variety of areas.	This outreach serves to meet particular needs of the K-12 community and enrich the schools' curricula and special programs.	School Administrators and teachers from the following school divisions: Orange County, Culpeper County, Henrico County, Spotsylvania County, Stafford County, and Fredericksburg City	No
4.	Professional Consultation of K-12 and University of Mary Washington Faculty	Faculty from the University of Mary Washington frequently consult with K-12 faculty and present workshops on a variety of professional issues (e.g., legal issues, multicultural and diverse student learning, content specific areas). Also, K-12 teachers often are asked to make presentations in their areas of expertise to students in University of Mary Washington education classes.	This consultation serves to enhance the learning of both future and current teachers to better enable them to be successful teachers.	School Administrators and teachers from the following school divisions: Spotsylvania County, Stafford County, Fredericksburg City, and Catholic Diocese of Arlington	No

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5.	Professional Development Courses	Faculty develop and offer courses and workshops to assist educators in the local divisions to meet their licensure renewal requirements and professional learning needs.	Course participants and school division representatives provide input for needed courses.	School Administrators and teachers from the following school divisions: Fredericksburg City, Culpeper County, Stafford County, Caroline County, Spotsylvania County, Prince William County, Fauquier County, and King George County	No
6.	Targeted Professional Development Course Development	The College of Education collaborates with area school divisions to develop tailored professional development courses on particular topics of interest to sbe delivered on-site in the partner school divisions.	Administrators provide requests for professional development needs to improve literacy instruction in their school divisions and select faculty who most need additional coursework to serve the changing student demographics.	School Administrators and teachers from the following school divisions: Culpeper County and Fredericksburg City Public Schools	Yes
7.	Superintendents' Forum	Three times per year, school division leaders meet to discuss educational issues and professional learning needs in the region.	These events offer an opportunity to discuss current programs offered by University of Mary Washington as well as the continuing needs of local school divisions and ways that the University of Mary Washington can address those needs. The meeting serves as a springboard for collaboration between the university and school divisions to meet the needs of pre-service and in-service teachers as well as school children.	Superintendents and/or designee(s) from Region 3 and neighboring counties	No
8.	Rappahannock Partnership for Professional Learning (RPPL)	The purpose of the partnership, sponsored by the University of Mary Washington, is to create a community of PreK-20 educators who work together to achieve mutual goals based on targeted needs across school division lines. The program exists as a "Community of Practice" to develop and provide professional learning through collaboration and problem solving aligned to the National Staff Development Council standards.	The RPPL serves as a conduit for discussion and collaboration on professional learning needs across school division lines. The PreK-12 community wishes to address shared needs in a collaborative way that increases communication, disseminates best practices, and efficiently utilizes funds.	School division Superintendent and/or designee(s) from the following school divisions: Fredericksburg City, Culpeper County, Stafford County, Caroline County, Orange County, Fauquier County, Spotsylvania County, Prince William County, and King George County	No

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9.	Ghana Project	In collaboration with the Virginia State Reading Association, this project was established for two reasons: 1) to bring state-wide reading teachers and students together to offer teacher and student training in the area of reading, and 2) to provide statewide reading teachers the opportunity for a study abroad learning experience in a diverse environment. University of Mary Washington faculty and students traveled to Ghana in the summer of 2009 and 2011.	University of Mary Washington College of Education faculty direct a program during the summer in collaboration with the University of Education Winneba. Teachers from Virginia schools and University of Mary Washington students traveled to Ghana to participate in workshops and training for K-12 teachers in Winneba, Ghana, and participated in the workshops. The program also places the participants in schools to work with school age children.	Administrators and classroom teachers from University of Education Winneba, Virginia State Reading Association President, and University of Mary Washington - College of Education professors and undergraduate/graduate students	Yes
10.	Stafford County Instructional Design and Technology Cohort	The Stafford County Cohort was launched as a collaboration between Stafford County Schools and the University of Mary Washington to offer the Master of Education (M.Ed.) in Instructional Design and Technology on-site to Stafford County teachers. The first cohort program reached completion in fall 2011.	The program addresses the need to support teachers to expand the use of technology in the classroom. Embedded throughout the program is instruction in using specific technologies available to teachers in Stafford County.	Stafford County School Office of Professional Learning and University of Mary Washington Instructional Design and Technology Program-Department Chair for Curriculum and Instruction(CUIN)	Yes
11.	TESL 532: Differentiated Instruction for English Language Learners (ELL) Across the Curriculum	The Education program provides professional development in differentiated instruction for content area teachers working with English language learners (ELL) by offering TESL 532. Research suggests that differentiated instruction across the curriculum is one way for teachers to make the content accessible and comprehensible to ELL.	The course assists the PreK-12 classroom teachers in understanding how to scaffold and differentiate lessons to meet instructional standards for English Language Learners. The course is offered in school divisions across the Commonwealth as requested.	Virginia Department of Education, Office of English as a Second Language Personnel and University of Mary Washington College of Education, Department Chair for Foundations, Leadership, and Special Populations	Yes
12.	Special Education Teacher Support Project	This is a regional training program for provisionally licensed special education teachers (General Curriculum K-12). As of 2011, the grant funded project served over 70 special education teachers.	This grant provides funding in the form of tuition assistance to support coursework that is part of a College of Education state-approved program in Special Education. Courses are offered in a blended format. An interactive Web site supports teachers in the field and a mentoring program is being planned for participating teachers.	Virginia Department of Education Special Education grant; University of Mary Washington College of Education; Department Chair FLSP; provisionally licensed special education teachers in Region 3 school divisions	Yes

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13.	University of Mary Washington Autism Clinic and Play Lab	The University of Mary Washington Autism Clinic and Play Lab was developed in response to Autism Focus Groups, which consisted of local autism agencies and local school divisions. Private funding to the University of Mary Washington Foundation continues to support this work.	The University of Mary Washington Autism Clinic and Play Lab trains pre-service and beginning teachers and those on provisional licenses how to work with children with special needs. Support to teachers and families also is provided.	Special Education administrators and provisionally licensed teachers in the following school divisions: Stafford County , Spotsylvania County, Fredericksburg City, Prince William County, Fauquier County, Caroline County; Quantico Schools; Director, Helping Hands Pediatric Occupational Therapy; Executive Director, Rappahannock Area Community Services Board; Director, Virginia Department of Health; Fredericksburg Child Development Center; Department Chair, FLSP, University of Mary Washington College of Education	No

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14.	SINE Science in the Environment	Science in the Environment provides K-12 teachers with content and inquiry activities that support the Physical Sciences, Interrelationships in Earth/Space Systems, Earth Patterns, Cycles, and Change and Resources strands of the Virginia Standards of Learning. This project was completed in 2011.	The university and school partners have worked collaboratively to insure the success of the participating K-5 teachers and are committed to providing robust experiences that will enhance scientific education at the elementary school level. The partnership is designed to: <ul style="list-style-type: none"> • assist educators in making connections between science and their students' lives; • help teachers recognize the interdependence of physical, chemical and biological components of an ecosystem so they can abstract the concepts and apply them to their own grade level teaching; • increase the teachers' comfort in presenting inquiry-based and hands-on lessons; and, • provide hands-on training for technology and how to teach these topics in an inclusive classroom. 	K-5 classroom teachers from the following four school divisions: Stafford County, Spotsylvania County, Caroline County, and Fredericksburg City; Executive Director, Friends of the Rappahannock; President, Science Education Committee, Science Museum of Virginia	Yes
15.	Friends of the Rappahannock Education Internship	This collaboration provides teacher candidates with internships through which they learn to develop place-based science education curriculum and lesson plans. Candidates then implement these lessons in partner public schools that qualify for Title I funding or have reduced science instructional time. These internships place elementary and science education candidates alongside environmental science students to collaboratively educate regional public school students.	The University of Mary Washington and Friends of the Rappahannock worked collaboratively with school division and building-level leadership to provide science education curricula that meet grade-specific Standards of Learning (SOL). The partnership provides additional resources, such as scholarships and knowledge of community organizations to pre-service teachers. The partnership increases teacher candidates' comfort-levels while working in place-based education settings.	Administrators in the following school divisions: Stafford County, Fredericksburg City, and Spotsylvania County Public Schools; University of Mary Washington Department Chair Curriculum and Instruction (CUIN); Friends of the Rappahannock Executive Director	Yes

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16.	Early Literacy/ Head Start Collaboration	The Fredericksburg City and Spotsylvania County Head Start Programs and the UMW College of Education collaboratively place practicum students enrolled in language development and literacy instruction courses in Head Start classrooms to both assist the classroom teacher and perform instructional assignments.	Students in the Head Start program benefit from more individual attention from adults in the classroom.	Directors, School-based Head Start Programs	No
17.	Orange County English Language Learners (ELL) Collaboration	The University of Mary Washington places students working towards English as a Second Language (ESL) endorsements in practicum placements working with students identified by school personnel as needing additional, individual support. The University of Mary Washington also placed students enrolled in a graduated ELL specialization in identified schools for the 2012-2013 internship as additional support and concurrent mentorship for University of Mary Washington students.	University of Mary Washington students taking ELL coursework at the graduate level provide additional, targeted literacy support to a rapidly expanding ELL population in Orange County who would not otherwise have continuous support from educators with ELL education backgrounds. In addition, the Teaching English as a Second Language faculty provide professional development to teachers working with ELL students in Orange County.	Administration and Classroom teachers in Orange County Public Schools and University of Mary Washington Department Chair for FLSP	Yes
18.	Clinical Faculty Program	Education faculty continue to work with area K-12 teachers we have trained as mentors for practicum students, student teachers, and student interns. Additional training and professional development is provided on a periodic basis.	Providing instruction and resources in mentoring skills to veteran teachers enable mentors to help new teachers maximize their professional growth.	Clinical Faculty from the following school divisions: Spotsylvania County, Stafford County, and Fredericksburg City	No
19.	Partnerships with other colleges and universities to develop courses and programs for K-12 teachers	Faculty from both the Education and the Arts and Sciences departments work with faculty at other institutions of higher education and representatives from K-12 education to develop courses or programs for teachers in the Commonwealth.	Courses and programs are collaboratively designed to meet the content and pedagogy needs for K-12 teachers across Virginia. Funding from grants helps offset the costs of implementation and tuition.	Administrators and faculty from the following institutions of higher education and school divisions: University of Virginia, Virginia Commonwealth University, Spotsylvania County, and Stafford County	Yes

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20.	Secondary Mathematics Cohort	The secondary mathematics core of the Track II Master's of Education program offered in a cohort format, was developed by education and mathematics faculty in cooperation, and in response to a need for enhancing the content knowledge for licensed middle and high school mathematics teachers.	The program is designed to strengthen the content and pedagogical knowledge of teachers and to better prepare them to teach Advanced Placement and International Baccalaureate courses and the dual enrollment courses offered at high schools in cooperation with community colleges.	This program was developed through a grant for the University of Mary Washington Department Chair for CUIN in collaboration with James Madison University and the mathematics coordinators from area school divisions.	No
21.	Gifted Education and Mountain Vista Governor's School	Endorsement courses in gifted education are customized and taught onsite for counties participating in the Governor's school.	The specifically developed courses meet the requirements for the gifted education add-on endorsement. By providing the courses on-site, the specific needs of the teachers and learners of the school are addressed.	Participating educators from the following school divisions: Frederick, Fauquier, Rappahannock, Culpeper, Warren, Clarke Counties and Winchester City, and the University of Mary Washington College of Education Department Chair for CUIN	NO
22.	History Grant	This federal grant, entitled "Forging Democracy: Change, Conflict, and Continuity," allows for the design and implementation of a graduate course for teachers in the area of U.S. History and numerous enrichment travel experiences.	This three-year program was developed in collaboration with school division history coordinators, University of Mary Washington History Department faculty, and College of Education faculty. The project has included travel for the participants for the study of history and the development of teaching materials for the classroom.	History Coordinators from the following school divisions: Caroline, Spotsylvania and Stafford Counties; University of Mary Washington History Department Chair and the College of Education Department Chair for FLSP	Yes

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23.	Daybreak Respite Program	A weekend respite program for children with disabilities is directed by special education faculty and staffed by University of Mary Washington students and practicing teachers in the region.	University of Mary Washington works closely with public school and community agencies to assess respite needs. Area school divisions provide outreach services to attract local families to participate.	Special Education faculty from the following school divisions: Stafford County, Fredericksburg City, Prince William County, Spotsylvania County, and Caroline County ; Rappahannock Interagency Council for Early Childhood Education Executive Director and the University of Mary Washington College of Education Department Chair for FLSP	No

**Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)**

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Approved Education Programs <i>(Only education programs approved at your institution are listed.)</i>		Elementary Education PreK-6	Middle Education 6-8	Reading Specialist	French PreK-12	German PreK-12	Spanish PreK-12	Latin PreK-12	Business and Information Technology	Visual Arts PreK-12	English as a Second Language PreK-12	Music Education - Instrumental PreK-12	Music Education - Vocal/Choral PreK-12	Theatre Arts PreK-12	Computer Science	English	History and Social Sciences	Mathematics	Science - Biology	Science - Chemistry	Science - Earth Science	Science - Physics	Special Ed. - Adapted Curriculum K-12	Special Ed. - General Curriculum K-12	Gifted Education (add-on endorsement)	Journalism (add-on endorsement)	Mathematics - Algebra I (add-on endorsement)	Speech Communication (add-on endorsement)				
		Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an 'X' under the appropriate column below.																														
Number	Partnership and Collaboration Name																															
1.	Clinical Practice	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
2.	Mentor Teacher Training	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							
3.	School Outreach	X			X	X	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X		X	X			
4.	Professional Consultation of K-12 and University of Mary Washington Faculty	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
5.	Professional Development Courses	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
6.	Targeted Professional Development Course Development	X		X																												
7.	Superintendents' Forum	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
8.	Rappahannock Partnership for Professional Learning (RPPL)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
9.	Ghana Project	X	X	X							X					X									X							
10.	Stafford County Instructional Design and Technology Cohort	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
11.	TESL 532: Differentiated Instruction for English Language Learners (ELL) Across the Curriculum	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
12.	Special Education Teacher Support Project																								X							
13.	University of Mary Washington Autism Clinic and Play Lab	X																						X	X							
14.	SINE Science in the Environment	X																														
15.	Friends of the Rappahannock Education Internship	X																		X												
16.	Early Literacy/ Head Start Collaboration	X																														
17.	Orange County English Language Learners (ELL) Collaboration	X									X																					
18.	Clinical Faculty Program	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
19.	Partnerships with other colleges and universities to develop courses and programs for K-12 teachers																		X												X	

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		Number	Partnership and Collaboration Name	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an 'X' under the appropriate column below.																									
20.	Secondary Mathematics Cohort																	X											
21.	Gifted Education and Mountain Vista Governor's School																									X			
22.	History Grant	X	X														X												
23.	Daybreak Respite Program																								X				

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Part 3: Administration and Supervision Programs

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Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Advanced Program Internship	Internship placements are made with PreK-12 schools to ensure that prospective school administrators, through support, supervision, and evaluation, can demonstrate and apply the competencies enumerated in the Virginia Licensure Regulations for School Personnel and demonstrated by skillful school leaders.	Field internship experiences are designed to assist the candidate with performance of the required program standards and competencies which must be demonstrated for the administration and supervision PreK-12 endorsement. Identified needs of the PreK-12 community are met through well-prepared and highly qualified principals and central office administrators. PreK-12 schools mentor these individuals for the betterment of student learning and possible employment as school leaders in their divisions.	Administrators in the following school divisions: Spotsylvania County, Stafford County, Fredericksburg City, Prince William County, King George County, Fauquier County, Caroline County, Orange County, and Alexandria City in collaboration with the University of Mary Washington College of Education Educational Leadership Program Department Chair for Foundations, Leadership, and Special Populations (FLSP)	Yes - MOUs sent to all partner school divisions in May 2012
2.	Spotsylvania Collaboration on Internship	To strengthen communication and the working relationship between the University of Mary Washington Educational Leadership Program and Spotsylvania County, the faculty works closely with the Assistant Superintendent for Human Resources to define appropriate experiences for Spotsylvania County Leadership interns.	This is an ongoing dialogue with Spotsylvania County Schools on what interns should be doing to meet school division needs while fulfilling embedded-experiences and specific-placement internship requirements.	Assistant Superintendent for Human Resources Spotsylvania County Schools in collaboration with the University of Mary Washington College of Education Educational Leadership Program Department Chair (FLSP)	No